

# *Quincy Public Schools*

## *School Improvement Plan 2008 - 2009*



*School*                      *ATLANTIC MIDDLE SCHOOL*

*Principal*                *Maureen C. MacNeil*

*Assistant Principal*   *Adam Wolf*

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## *I. Mission Statement*

*Our mission is to provide a safe and nurturing learning environment for children to achieve their individual maximum potential.*

*Our desire is to develop students who persevere in their studies, take responsibility for their choices, and are honest in their character.*

*We seek to equip the students with the necessary skills to thrive as productive workers and committed citizens, and to meet the challenge of change in a global community.*

*We strive to help children discover and explore their gifts and talents, and to value and respect each other's uniqueness.*

*In order to accomplish our mission, staff, parents and students must work in a collaboration of effort and trust with open communication.*

*Our success will be measured by our students who exemplify a lifelong love of learning.*

## *II. PRINCIPAL'S MESSAGE*

The Commonwealth of Massachusetts requires that each school establish a School Council and create a School Improvement Plan annually. The Atlantic School Council is site based and composed of the principal, assistant principal, teachers, parents and community members. As a school under new leadership, we will continue to work together to ensure that the mission and vision of Atlantic Middle School is fulfilled.

The diverse population and community of Atlantic foster an appreciation and understanding of our social and cultural differences. Our goal is to have our students not only excel in basic skills but also be able to analyze and think critically. Students are encouraged to use cooperative learning, technology and community service to assist their academic development. This will result in motivated students who are excited about life-long learning and their school and community.

Atlantic Middle School students are encouraged to explore their interests in art, music, physical education, health, and technological education. In addition, Atlantic Middle School offers an extensive array of extended day activities to support student's interests. We believe these activities enrich the middle school educational program.

The Atlantic Middle School community recognizes that a climate of safety and security is essential to the teaching process. The safe school environment of Atlantic Middle School supports and develops mutual respect, builds self-esteem and fosters positive attitudes. In order to maintain a safe and nurturing environment, all members of the school community practice consideration for others, self-discipline, and self-respect.

The building of relationships is fundamental to the mission of Atlantic Middle School. Our staff has a clear understanding of the connection between a positive learning environment and student academic success. The mission speaks to providing support to students as they transition from childhood to adolescence. Students are actively involved in their academic and personal development. Finally, all members of the Atlantic Middle School community are encouraged to become responsible citizens of their community, country and world.

Best Regards,

Maureen C. MacNeil  
Principal  
Atlantic Middle School

### *III. Improvement Plan*

## **A. Assessment**

### 1. Reflection on 2006-2007 School Improvement Goals

#### **2006 – 2007 PROGRESS ON GOAL #1**

**Goal Statement #1:** By Spring 2007 Atlantic students will increase their proficiency in the writing of Open Response items in all Core Subjects. Each discipline will develop and implement strategies, activities and in-class assessments designed to increase MCAS scores across the curriculum.

1. Math
2. Reading
3. Language Arts
4. Science
5. Social Studies

#### 1. Math

- Two Math teachers completed Graduate courses at WPI. With this knowledge the teachers were able to teach other Math teachers to interpret MCAS data in order to provide lessons that addressed student's particular need areas.
- All student populations including High Risk and sub-populations received Math/Tech instruction two periods every cycle and all students received 55 minutes of Math instruction every day.
- Student progress was evaluated by reviewing MCAS 2006 Math Assessments in all grades.
- New Math textbooks were utilized in Grades 6 and 8 in alignment with the Department of Education frameworks and Quincy Public School's standards.
- Grade 6 Math teachers worked in conjunction with Math/Tech teachers to supplement lesson planning for more challenging math concepts as needed.
- An intensive math curriculum was introduced in the 6<sup>th</sup> grade, in which students met twice a month on early release Tuesdays and focused on specifically on techniques and strategies for answering open response questions.
- Math/Tech curriculum focused on Open Response items along with other areas.
- Open Response item rubric was implemented by all Math teachers across subject areas.

#### 2. Reading

- Reading teachers provided instruction on how to formulate open response paragraphs.
- High Risk students were referred to extra curricular MCAS tutorial programs, including C 2 to improve open response.

- Reading teachers consulted across subject areas to ensure lessons included reading for content and retention.
- Reading teachers collaborated regularly to review the strengths and weaknesses of students writing samples with particular attention to open response assignments.
- Reading teachers used fictional works to strengthen student's skills in analyze and synthesis.
- Reading teachers utilized works of poetry to strengthen student's skills in the understanding of figurative language and aspects of poetry including theme, mood and tone.

### 3. Language Arts

- Language Arts teachers familiarized students with various styles of open response writing such as essays, letters and long composition.
- Language Arts teachers used various teaching strategies to instruct students on how to elaborate in an open response format, in multi-paragraph formats.
- Language Arts teachers collaborated regularly to review the strengths and weaknesses of students writing samples, with particular attention to open response assignments.
- High Risk students were referred to extra curricular MCAS tutorial programs supporting language arts skills.

### 4. Science

- Aspects of technology curriculum were formally incorporated into the mainstream science curriculum.
- Teachers presented and analyzed open response questions as part of their lesson plans.
- Science students sharpened open response skills using a team approach and peer grading according to a rubric.

### 5. Social Studies

- Social Studies students designed original open response questions based on lesson content.
- Mid term assessments in Grade 6 Social Studies included a number of open response questions. These responses were analyzed in consultation with reading and language arts teachers.

## **2006-2007 PROGRESS ON GOAL #2**

**Goal Statement #2** To provide staff development within each CORE subject on implementing modifications and differentiated instructional strategies for Atlantic's sub-populations identified as "High-Risk" by AYP data.

- Staff training was provided on different types of accommodations and modifications that are applicable to mainstream and high risk populations.
- Each team received a comprehensive "Survival Kit" of resources to provide teachers with different types of accommodations and modifications for all populations.

- Teachers utilized team meetings to collaborate with guidance and special needs staff to create ICAP and/or ISSP that includes accommodations and modifications.
- Teachers received ongoing consultation from special education staff to broaden their repertoire and application of accommodations/modification techniques into lesson plans.
- Staff received training on the impact of emotional/physical trauma on student's ability to learn, behavior and emotional status as it pertains to academic functioning. Training also included classroom management and teaching strategies as they pertain to working with traumatized students.
- Use of project based learning was utilized across subject areas as an overarching modification technique, allowing students of various learning styles to better access the curriculum.

### **2006-2007 PROGRESS ON GOAL #3**

**Goal Statement #3** To reinforce and enhance an atmosphere of community, cooperation and appreciation of diversity in order to strength the effectiveness of our learning environments.

- Staff members were trained in peer mediation/conflict resolution techniques.
- A group of students representing the diversity of the student body were trained in peer mediation/conflict resolution techniques.
- Atlantic held the traditional One World Week event including multi-cultural activities and academic lessons culminating in a community wide dinner and performance.
- Atlantic continued to emphasize extra curricular activities focusing on diversity, acceptance and community service: Bucks for Books program, Cleaner, Greener Quincy Project, School wide recycling project in conjunction with Science curriculum, a number of multicultural activities.
- Throughout the year and in a variety of contexts support and training was provided for staff in working with students from challenging backgrounds including homelessness, emotional/physical trauma, substance abuse and dysfunctional homes.
- In conjunction with Health class curriculum and guidance support students received training in the areas of personal safety, internet use and harassment individually and in small groups.

## 2. Analysis of Spring 2007 MCAS Test Results

### Math

#### 6<sup>TH</sup> GRADE

The 2006-2007 6<sup>th</sup> grade results were very positive. Our goal of increasing proficiency in open response items was met, with students achieving at an overall level of 67% correct compared to 52% last year (15% improvement). In fact, 67% is the highest level of achievement ever on open response items for our 6<sup>th</sup> grade and represents the current state average. The percentage of students with total test scores at the Warning level decreased 11% from last year (2<sup>nd</sup> lowest ever), while those in the Needs Improvement category decreased 8% (lowest ever). Meanwhile, scores in the Proficient range rose to 41%, an 11% jump from last year and our highest score ever in this category. Sixth graders achieving at the Advanced level climbed to 17% (7% increase), also our strongest performance ever. The combined Advanced/Proficient percentage is it's highest in seven years, while the combined Warning/Needs Improvement percentage is it's lowest in seven years. Although students had relative difficulty responding to the Short Answer assessment mode, they achieved our highest grade level performance ever on questions involving patterns, measurement and number sense. The scores also improved dramatically over last year in the area of Geometry.

#### 7<sup>th</sup> Grade

Our 7<sup>th</sup> graders improved in every strand and assessment mode over last year. Most notably, our goal of increased proficiency on Open Response items was achieved, with a 10% improvement. Other areas of significant gains include Data Analysis and Geometry. The number of students scoring in the Warning range was down 10%, while the numbers of those achieving at both the Proficient and Advanced levels were up 5%, respectively. Although the percentage of students at the Needs Improvement level remained the same, these results clearly indicate a great deal of movement into higher categories of achievement.

#### 8<sup>th</sup> Grade

Although our specific goal of increased proficiency on Open Response questions was not met (down 8% from last year's best ever performance), our 8<sup>th</sup> graders were able to achieve at the state average (56%) on questions framed in this assessment mode. The success on short answer questions improved by 9%, our best ever and 5% above the state average. Performance on the Geometry strand was up 12%, our best score ever and 3% above state average. Our scores on several

of the other objectives/strands were down from last year. In terms of performance levels, it is noteworthy that the number of students achieving in the Advanced range increased by 5% over the previous year to 16% (our highest ever), in an otherwise flat-line picture. Our assessment team will pay particular attention to further analyzing these results in order to enhance curriculum and focus extracurricular programs towards helping low-performing students achieve at higher skill levels.

### English Language Arts

#### 6<sup>th</sup> GRADE

Although 6<sup>th</sup> grade Open Response scores improved by a modest 3% over last year, our overall performance was disappointing. Most objectives/strands essentially flat-lined, with the exception of students' performance in Vocabulary (up 6%). Warning scores were up 6%, Proficient scores were down 9%, and advanced scores were up 3%. Our relative under-achievement at this grade level appears to be significantly related to students' performance on the Fiction strand, which went down 13% from last year. These results clearly indicate a need to assess and perhaps enhance skill-building techniques as they relate to works of fiction. This concern, along with the need for overall improvement in 6<sup>th</sup> graders' language arts skills will be addressed, in part, through the curriculum of this year's C-squared MCAS tutoring groups as well as in the activities of other extracurricular programming.

#### 7<sup>th</sup> GRADE

Seventh grade results were very positive. Our goal of increasing proficiency on Open Response items was met successfully, with students achieving at an overall level of 62% correct, compared to 54% last year (8% improvement). This is our highest Open Response score ever, and is 6% above the state average. Students achieving at the Proficient level rose 12%, while Needs Improvement scores went down significantly, to 18% (lowest percentage ever). Warning scores remained low at 6%. Combined Warning/Needs Improvement scores made up only 24% of the total (lowest ever), while Advanced/ Proficient scores accounted for 76% of the total (highest success rate ever). Students achieved 79% correct responses on Multiple Choice questions (highest ever), and 81% correct on Vocabulary items (highest ever). Correct responses to Myth-oriented questions rose 8%. Areas of relative weakness in this cohort of students include Basic Facts, Poetry, and Figurative Language. Responses to items related to Fiction rose 13% from last year's results, suggesting a degree of hopefulness for this year's 7<sup>th</sup> graders, who had difficulty on this strand last year.

## 8<sup>th</sup> GRADE

Although our Open Response goal of improvement was not reached (down 2% from last year), our percent correct score of 63% for this assessment mode remains 5% above the state average. After two years of testing in the 8<sup>th</sup> grade, warning scores remain very low at 2%. Scores in the proficient range, however, experienced a decline of 7%, while those in the needs improvement category rose 5%. Advanced scores increased slightly, to 15% of the total. Scores in specific areas indicate relative weaknesses in both fiction and non-fiction oriented material, as well as in the basic facts strand. These concerns will be examined, and represented in skill-building activities, presented during both the school day and extended day tutorial lessons, including the C-squared program.

### Science

#### 8<sup>th</sup> Grade

Our specific goal of increased proficiency on Open Response questions was not met (down 11 % from last year). As it is the second year of the grade 8 Science MCAS test, a long testing history does not exist. The percent correct in the Open Response mode remains just below the state average. The state average of percentage correct increased 2 % from last year, while the Atlantic average of percent correct on Open Response questions decreased by 11 %. The Science team will continue to develop and implement successful strategies, activities, rubrics, and in-class assessments designed to increase MCAS Open Response scores in Science.

### Concluding Notes

Teachers will continue to analyze strengths and weaknesses across academic strands by discipline to determine specific focus areas for current and future lesson planning. These analyses represent a work in progress to be addressed throughout the academic year.

Teachers have begun to employ detailed item analysis graphs for their own classrooms in creative and innovative ways, such as tracking their success at teaching specific standards over a three year span, in order to strengthen and reinforce lesson planning around specific topics.

In addition, teachers are looking at individual students' progress over two and three year spans as a means of selecting pupils for extended day tutoring programs, to regroup students according to academic need and for the creation of small group tutoring sessions.

## **B. Goal Statements**

### **GOAL #1:**

Within the 2008-2009 school year, all grades will increase the aggregate percentage in the proficiency/advanced ranges of the MCAS test by 3% and decrease the aggregate percentage in the Warning/Needs Improvement categories by 3%. Each discipline will continue to develop and implement successful strategies, activities, rubrics and in class assessments, designed to increase MCAS scores across the curriculum.

### **GOAL #2**

Continue to implement programs and activities that foster and nurture an atmosphere of community, cooperation, safety, and appreciation of student differences, in order to strengthen the effectiveness of our learning environment, as measured by a survey of the Atlantic Middle School community. Students and teachers will complete a questionnaire on perceptions of safety, curriculum, instruction, communication and appreciation of cultural diversity. The survey will be conducted in the fall and spring of the 2008-2009 school year.

## C. ACTION STEPS/MONITORING CRITERIA

### Goal #1

Within the 2008-2009 school year, all grades will increase the aggregate percentage in the proficiency/advanced ranges of the MCAS test by 3% and decrease the aggregate percentage in the Warning/Needs Improvement categories by 3%. Each discipline will continue to develop and implement successful strategies, activities, rubrics and in class assessments, designed to increase MCAS scores across the curriculum.

#### Monitoring Criteria

**The progress of goal # 1 will be monitored by a review of teacher lesson plans, team products, student work, Principal walk through and clinical supervision.**

#### English Language Arts

|       | WHAT  | WHEN                     | WHO   |
|-------|---|--------------------------|---|
| Steps | Strategies/Activities   | Timeline                 | Team/Facilitator Responsible  |
| a.    | Identify students who will benefit from a language arts inclusion class and provide opportunities for collaboration between special education and regular education.                              | June 2008 (ongoing)      | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers/language arts facilitators |
| b.    | Continue to work with ELL and SN teachers to assess strengths and weaknesses of students transitioning from ELL and SN into mainstream classrooms.  | September 2008 (ongoing) | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers/language arts facilitators |
| c.    | ELL teachers will conduct workshops to align ELPBO with the Massachusetts Curriculum Frameworks.  | September 2008 (ongoing) | ELL teachers  |
| d.    | Provide opportunities for SN teachers to attend language arts release day workshops.  | September 2008 (ongoing) | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers/language arts facilitators |
| e.    | Empower students to create and utilize brainstorming techniques and graphic organizers to organize examples and details for the long composition and open response.                               | September 2008 (ongoing) | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers                            |
| f.    | Align modified resource room instruction to general education classroom instruction.  | September 2008 (ongoing) | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers and SN teachers            |
| g.    | Continue to address the unique learning styles of students through the use of differentiated instruction in standard English practices in order to promote creative and critical thinking skills. | September 2008 (ongoing) | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers                            |
| h.    | Continue to use Test Wiz data as a means to identify sub groups (LEP, SN) performance and develop ISSPs for at-risk students.   | October 2008 (ongoing)   | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers/language arts facilitators |

|    |   |                           |  |
|----|---|---------------------------|--|
| i. | Expose students to the Six Traits of Effective Writing: <ul style="list-style-type: none"> <li>• Stimulating Ideas</li> <li>• Logical Organization</li> <li>• Engaging Voice</li> <li>• Original Word Choice</li> <li>• Sentence Fluency</li> <li>• Correct Accurate Copy</li> </ul>  | October 2008<br>(ongoing) | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers |
| j. | Introduce and reinforce elaboration techniques to 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> graders (as needed)   | October 2008              | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers |
| k. | Professional Development:<br>ELL Workshop, Part 1: Category 4 Training  | October 14, 2008          | Trained ELL/Reading Specialists  |
| l. | Using various techniques: <ul style="list-style-type: none"> <li>• <b>6<sup>th</sup> graders</b> will transition from a five sentence core paragraph to a well developed, multi-paragraph writing assignment.</li> <li>• <b>7<sup>th</sup> graders</b> will transition from a one hundred to two hundred and fifty word writing assignment.</li> <li>• <b>8<sup>th</sup> graders</b> will further expand their topic development when writing five paragraphs or more.</li> </ul> | October 2008<br>(ongoing) | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers |
| m. | Align curricular calendars to ensure consistency for students: <ul style="list-style-type: none"> <li>• Autobiography/personal narrative, letter writing, expository/descriptive writing: <i>October-November 2008</i></li> <li>• Literary analysis, comparison/contrast writing, point of view writing: <i>December 2008-January 2009</i></li> <li>• Persuasive/argumentative writing, instructional writing, speech writing: <i>February-March 2009</i></li> </ul>              | October 2008<br>(ongoing) | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers |
| n. | Familiarize students with the basics of utilizing the computer as a medium for writing: <ul style="list-style-type: none"> <li>• Typography (i.e. font size/style, titles, headings, etc.)</li> <li>• Spacing and margins</li> <li>• Graphic devices (i.e. bullets, numbering, etc.)</li> </ul>   | October – November 2008   | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers |
| o. | Instruct students to recognize the difference between poetry and prose and write effective poetry by expressing their thoughts and feelings through the use of: <ul style="list-style-type: none"> <li>• Figurative language</li> <li>• Imagery</li> <li>• Sound devices</li> <li>• Mood and tone</li> </ul>  | December – March 2009     | 7 <sup>th</sup> and 8 <sup>th</sup> grade language arts teachers                     |
|    |   |                           |  |

|    |   |                                     |   |
|----|---|-------------------------------------|---|
| p. | Provide resources to identify and continue to determine the need for an instructional plan addressing open response scores of 2, 1, 0.  | Assessment Day:<br>December 9, 2008 | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers/<br>Language Arts Facilitators |
| q. | Identify and assess open response scores 2, 1, 0 and form an instructional plan to address identified weaknesses in order to raise those scores.                              | Assessment Day:<br>December 9, 2008 | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers/<br>Language Arts Facilitators |
| r. | Professional Development:<br>Begin to define SMART Goals for 2008-2009  | April 14, 2009                      | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers/<br>language arts facilitators |
| s. | Work with Atlantic teachers in other disciplines on Type 3 writing assignments and open response questions (writing in the content area)<br>-John Collins writing methodology | April 2009                          | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers/<br>Language Arts Facilitators |
| t. | Professional Development:<br>Revise SMART Goals for 2008-2009   | May 12, 2009                        | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade language arts teachers/<br>language arts facilitators |

## Reading

| <b>Steps</b> | <b>WHAT<br/>Strategies/Activities</b>   | <b>WHEN<br/>Timeline</b>    | <b>WHO<br/>Team/Facilitator<br/>Responsible</b>                                |
|--------------|---|-----------------------------|--|
| a.           | Identify students who will benefit from a reading inclusion class and provide opportunities for collaboration between SN and regular education.   | June 2008                   | SN staff<br>reading teachers   |
| b.           | Allow time for an in-building vertical team meeting of reading teachers.  | First day of school         | Administration   |
| c.           | Provide opportunities for SN teachers to attend reading release day workshops.  | September 2008<br>(ongoing) | SN staff<br>reading teachers   |
| d.           | Allow for common planning time between interdisciplinary teachers in addition to meetings addressing student concerns.  | September 2008<br>(ongoing) | Administration   |
| e.           | Continue to utilize the Trophies program for SN students in order to provide direct instruction in phonemic awareness, phonics, fluency, vocabulary, literal and inferential comprehension. | September 2008<br>(ongoing) | 6 <sup>th</sup> grade SN and 6 <sup>th</sup> grade inclusion reading teachers  |
| f.           | ELL teachers will conduct workshops to align ELPBO with the Massachusetts Curriculum Frameworks.  | September 2008<br>(ongoing) | ELL teachers   |
| g.           | Grade 7 & 8 teachers will continue to determine <i>essential</i> skills based on evaluations of classroom assessments, as well as MCAS results.   | September 2008<br>(ongoing) | 7 <sup>th</sup> & 8 <sup>th</sup> grade reading teachers/<br>ELL & SN teachers |

|    |  |  |   |
|----|--|--|---|
| h. | Continue to review, revise, and update ISSPs and implement modifications that best suit students' individual needs.  | September 2008<br>(ongoing)  | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade reading teachers/ELL and SN teachers      |
| i. | Continue to address the unique learning styles of students through the use of differentiated instruction   | September 2008<br>(ongoing)  | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade reading teachers/ELL and SN teachers      |
| j. | <b>Vocabulary</b> – Provide instruction and practice opportunities in the use of context clues, word origins, and affixes to promote a better understanding of vocabulary in isolation and in texts.   | September 2008<br>(ongoing)  | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade reading teachers                          |
| k. | Professional Development:<br>ELL Workshop, Part 1: Category 4 Training   | October 14, 2008   | Trained ELL/Reading Specialists   |
| l. | Continue to provide direct instruction of comprehension strategies to assist students in the <i>identification, extraction, citation, and analysis</i> of relevant textual evidence in support of open response paragraphs.  | October 2008<br>(ongoing)  | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade reading teachers                          |
| m. | <b>Nonfiction-</b> Continue using informational passages/texts to coordinate with content curriculum:<br><b>social studies curriculum</b><br>Grade 6 – World Cultures<br>Grade 7 – Ancient Civilizations<br>Grade 8 – US History<br><b>science curriculum</b><br>Grade 6- Plants/Space<br>Grade 7- Ecosystems<br>Grade 8- Physical Science | October 2008 and to be coordinated with the Social Studies and Science timelines | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade reading teachers                          |
| n. | Continue to meet as a group to discuss, monitor, and assess strengths and weaknesses of students' reading comprehension skills and revise strategies as needed. This group will be comprised of classroom teachers, SN staff, and ELL staff.   | October 2008<br>(ongoing)  | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> reading, SN, ELL teachers/reading facilitator   |
| o. | Utilize Test Wiz in order to analyze and identify student weaknesses based on newly released Spring 2008 MCAS data. Develop ISSPs for at risk students based on these results.   | October 2008<br>(ongoing)  | 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grade reading, SN, ELL teachers/reading Facilitator |
| p. | Continue to create MCAS style multiple choice questions and open response prompts for selected passages from classroom novels.   | November 2008<br>(ongoing)   | 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grade reading teachers/reading facilitator          |
| q. | Professional Development:<br>Visit the Library.  | November 25, 2008  | 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grade reading teachers/reading facilitator          |
| r. | <b>Fiction-</b> Utilize various fiction genres to provide practice in <i>identifying, analyzing, and applying knowledge</i> of the structure and elements of fiction. The purpose being to learn how to support and demonstrate understanding. Strategies will focus on <i>main idea, author's purpose, and characterization</i> .         | November 2008<br>(ongoing)   | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade reading teachers/reading facilitator      |
| s. | <b>Poetry-</b> Provide practice opportunities for  | December –   | 6 <sup>th</sup> grade reading teachers/reading  |

|    |  |                |   |
|----|--|----------------|---|
|    | students to apply comprehension strategies to selected poems in order to reinforce the understanding of figurative language and poetic devices such as <i>theme, mood, tone, and speaker</i> . | March 2008     | facilitator   |
| t. | Professional Development:<br>Begin to define SMART Goals for 2008-2009   | April 14, 2009 | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade reading teachers/reading facilitators |
| u. | Professional Development:<br>Revise SMART Goals for 2008-2009  | May 12, 2009   | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade reading teachers/reading facilitators |

## Math

| WHAT  |   | WHEN           | WHO   |
|-------|---|----------------|---|
| Steps | Strategies/Activities   | Timeline       | Team/Facilitator Responsible  |
| a.    | Continue Inclusion class for 6 <sup>th</sup> grade and 7 <sup>th</sup> grade. Placement for 2008-2009 classes will be based on meeting individual needs in Math   | Spring 2008    | Principal<br>Math Facilitator<br>6 <sup>th</sup> and 7 <sup>th</sup> grade teacher  |
| b.    | Create wrap around class list for 7 <sup>th</sup> grade for September.  | Spring 2008    | Principal<br>Math Facilitator<br>6 <sup>th</sup> and 7 <sup>th</sup> grade teacher  |
| c.    | Continue Inclusion and Wrap around class for 8 <sup>th</sup> grade. Placement for 2008-2009 classes will be based on meeting individual needs in Math   | Spring 2008    | Principal<br>Math Facilitator<br>7 <sup>th</sup> and 8 <sup>th</sup> grade teachers |
| d.    | Continue to use formal math vocabulary and the various verbage/symbols used between text, class and MCAS  | September 2008 | Math Teachers<br>Math Facilitator   |
| e.    | Provide after school remedial instruction opportunities for students: 21 <sup>st</sup> Century Grant, and C <sup>2</sup>  | October 2008   | Math Teachers<br>Math Facilitator   |
| f.    | Implement strategies learned in Bill Atwood's workshop "Improving Open Response Answers in Math". Math teachers will create uniform physical representations for several math vocabulary terms for all grades.  | September 2008 | Math Teachers<br>Math Facilitator<br>Curriculum Coordinator                         |
| g.    | Math teachers will continue to incorporate a number of specific accommodations intended to result in academic improvement for main stream students as well as those with Special Needs. i.e. use of algebra tiles, Hands On Equations, and pattern blocks | October 2008   | Math Teachers<br>Math Facilitator<br>Assessment Facilitator<br>SPED Teachers        |

|    |   |  |  |
|----|---|--|--|
| h. | Analyze MCAS data using Item Analysis Graphs by Division for each teacher. <ul style="list-style-type: none"> <li>• Current 2008-09 students</li> <li>• Results of 2007-08 students</li> </ul>              | October 14, 2008                               | Math Teachers<br>Math Facilitator<br>SPED Teachers<br>Assessment Facilitator |
| i. | Math/Tech teachers in grade 6: in addition to the Math tech curriculum, lessons will provide further reinforcement in math facts, fractions, and measurement using computers, web sites, and math software. | September 2008 to June 2009                    | Math Teachers<br>Math/Tech Teachers  |
| j. | Work with Reading teachers to help students with testing strategies for math questions. Examples from Bill Atwood, “Q” the question, underline the “Clues”, and circle the “Dos”.                           | September 2008<br>Ongoing                      | Math Teachers<br>Reading Teachers  |
| k. | Second year of new text 7 <sup>th</sup> grade - adjust pacing, condense, and combine sections in order to cover all standards by MCAS testing date  | Sept/Oct 2008                                  | 7 <sup>th</sup> Grade Math Teachers.<br>Math Facilitator                     |
| l. | Special needs teachers will continue to work closely with regular ed math teachers and facilitator to make sure special needs students are exposed to same curriculum as regular students                   | September 2008-June 2009                       | Math Teachers<br>Math Facilitator  |
| m. | Review, revise, and update ISSP’s, and implement modifications that best suit student’s individual needs.   | September 2008<br>Ongoing                      | Math Teachers<br>Math Facilitator<br>Guidance<br>Assessment Team             |
| n. | Specific hands on and other teaching materials will be employed to improve student skills. Among these may eventually include hand held assessment devices such as the Renaissance Responder and NEO2.      | October 2008                                   | Math Teachers  |
| o. | Celebrate <i>Pi</i> $\pi$ Day*<br>* <i>Pi</i> Day, 3/14 is on a Saturday in 2009, so it will be celebrated on Friday 3/13.  | March 13, 2009                                 | Math Teachers  |
| p. | Plan, monitor, implement and review strategies and activities described above.  | Release Assessment Days<br>Oct/Apr/May 2008-09 | Math Teachers<br>Math Facilitator<br>Assessment Team<br>Principal            |

## Technology

|       | WHAT  | WHEN  | WHO   |
|-------|---|---|---|
| Steps | Strategies/Activities   | Timeline                                      | Team/Facilitator Responsible                                  |
| a.    | AMS will continue to review current technology material, including teacher edition technology text books so that technology content can be incorporated into the science curriculum.  | July 08- June 2009                            | Science Facilitators<br>All Science Teachers<br>Sci/Tech Team |
| b.    | Infuse aspects of the math and technology & engineering curricula into existing lesson plans. Science teachers will turn to math and technology teachers for assistance with targeting areas of difficulty within their curricula. An example of this | 1-2x/term<br>Jan.-June 2008<br>Ready to fully | Science Teachers<br>Math/Tech teachers                        |

|    |  |  |   |
|----|--|--|---|
|    | is reinforcing communication technology and satellites as well as graphing coordinates while teaching GPS and latitude/longitude with a topography unit.   | implement for Sept 08-June 09                    |   |
| c. | Students will be exposed to hands-on technology components in the general curriculum for each unit. An example of this is the building of windmills, which coincides with the grade 6 Weather & Climate text. Students will not only be learning how they work and how to construct them, but will understand the historical, social, & technological implications as well. (With Museum of Science) | Ongoing Through June 08<br>Sept - June 2008-2009 | Science Facilitators<br>Science Teachers<br>Math Facilitators<br>Math/Tech teachers |
| d. | Develop tech units to coincide with grade 7 Motion, Forces, & Energy text book/physics curriculum. Incorporation on new lesson plans and units will continue into the 2008-2009 school year.   | Continues Sept. 07 - Ongoing Apr. 09             | Science Facilitators<br>Gr. 7 Science Teachers,<br>Sci/Tech Teachers                |
| e. | Science and technology teachers will be writing grants specifically addressing this SMART goal. Monies received will be applied to the physics and technology units described above. Additional emphasis will be placed on purchasing equipment to assist ELL/Sped students in these areas of difficulty.  | June 2008 Ongoing 2008-2009                      | Science Facilitators<br>All Science Teachers<br>Sci/Tech Team                       |

## Science

|       | WHAT  | WHEN   | WHO                                  |
|-------|---|--|--------------------------------------|
| Steps | Strategies/Activities   | Timeline   | Team/Facilitator or Responsible      |
| a.    | Teachers will dissect at least one Open Response question per unit for the purpose of helping students understand what is being asked of them. Reading strategies will specifically target ELL and special needs learners so as to address the needs of all students.   | 4-8 year<br>1-2 per term<br>Oct 31, 2008<br>Jan. 9, 2009<br>Mar. 27, 2009<br>May 8, 2009 | Science Team Members                 |
| b.    | Students will work in teams to analyze MCAS Open Response samples and attempt to score them based on the question requirements. This addresses 4 learning areas: understanding MCAS assessment and scoring, development of scientific writing through John Collins, accurate assessment of student content knowledge, and review of Mass. Curriculum Frameworks science content. Concept reinforcement, as well as writing strategies, will be addressed to assist ELL and special needs students with understanding science/tech and with developing their test taking skills. | Ongoing 2008-2009<br>Completion: May 8, 2009   | Science Team Members                 |
| c.    | AMS science/technology teachers are requesting John Collins training as part of their professional development. This would help our teachers to incorporate John Collins techniques in lesson plans   | Nov. 25, 2008  | Science Team Members,<br>Director of |

|    |  |   |   |
|----|--|---|---|
|    | addressing part b. above.  |   | Curriculum  |
| d. | MCAS style Open Response questions will be incorporated into actual science/technology tests for consistency and genuine assessment.   | Sept. 30, 2008 and for each unit thereafter | Science Team Members  |
| e. | AMS science teachers will implement a universal system of organizational skills specific to science learning in order to unify content and teaching strategies. Activities include: <ul style="list-style-type: none"> <li>• Establish grade level expectations within AMS to coincide with the QPS Design for Learning creating a scaffolding effect.</li> <li>• Reinforce basic academic skills by grade level as they apply to science. For example, study skills, writing habits.</li> <li>• Devise a scientific skill set that increases in difficulty as students progress by grade level. For example, lab safety, ability to measure, conducting experiments.</li> <li>• Address five major areas of teaching strategies in the science classroom: lab report writing, open response questions, pre-assessments and reflections, maintaining an organized science notebook, and technical skills.</li> </ul> | Sept. 2, 2008 for s.y. 2008-2009            | Science Team Members  |
| f. | AMS science/technology teachers are requesting Pasco <i>Spark</i> Science Learning System probe and program training as part of their professional development. This would help our teachers to incorporate real life technology techniques into lesson plans addressing parts b. and d. above. Teachers will help students translate real science learning experiences into technical science writing for Open Response style questions.  | Oct. 14, 2008                               | -Science Team Members<br>-Technology Team Members<br>-Science Facilitators<br>-Director of Curriculum |

## Goal #2

Continue to implement programs and activities that foster and nurture an atmosphere of community, cooperation, safety, and appreciation of student differences, in order to strengthen the effectiveness of our learning environment, as measured by MCAS improvement (stated in Goal #1), as well as increased parental/student involvement and reduced disciplinary referrals.

### Monitoring Criteria

**The progress of goal # 2 will be evaluated by a review of the staff and student questionnaire surveying perceptions of safety, curriculum, instruction, communication, and appreciation of cultural diversity. It will also be monitored through discipline referrals, team products, Principal walk through, and clinical supervision.**

| Steps | Strategies/Activities   | Timeline                 | Team/Facilitator   |
|-------|---|--------------------------|--|
| a.    | Continue to create, refine and implement trauma/learning sensitive techniques and tools to optimize students' learning, achievement, and comfort  | Sept. 2008 – June 2009   | Principal, Assistant Principal, Guidance, Trauma Team, Staff   |
| b.    | Improve and broaden school-wide recycling programs and initiatives  | Sept. 2008- June 2009    | Principal, Assistant Principal, Technology and Science teachers, custodians, general staff, students |
| c.    | Review new Quincy Public School bullying/harassment policy with staff and students  | Sept. 2008               | Principal, Assistant Principal, guidance, students   |
| d.    | Organize and host an Atlantic Middle School 50 <sup>th</sup> Anniversary event as part of One World Week  | Sept. 2008- Feb. 2009    | Principal, Assistant Principal, PTO, Social Studies Staff, students                                  |
| e.    | Complete work on safety training film for use throughout the Quincy Public School system.   | Sept. 2008- Dec. 2009    | Principal, Assistant Principal, Director of Safety and Security, teachers, students                  |
| f.    | Organize and host discussions and presentations for Parents and students on topics relevant to the Atlantic community including: <ul style="list-style-type: none"> <li>• Internet Safety</li> <li>• Bullying/Harassment</li> <li>• Healthy Lifestyle Choices</li> <li>• Decision Making</li> </ul> | January 2009- May 2009   | Principal, Assistant Principal, Teachers, students, guest speakers<br>Community Resource officers    |
| g.    | Increase level of school-wide participation in I-Move healthy foods cafeteria program   | Sept. 2008- June 2009    | Principal, Assistant Principal, Cafeteria, staff, students   |
| h.    | Support and further training for teachers in working with challenging backgrounds including: <ul style="list-style-type: none"> <li>• Trauma</li> <li>• Dysfunctional homes</li> <li>• Substance Abuse</li> <li>• Homelessness</li> </ul>   | October 2008- April 2009 | Principal, Assistant Principal, Guidance, Trauma team, nurse, Community Resource Officers            |
|       |   |                          |  |

|    |  |         |   |
|----|--|---------|---|
| i. | <p>Design and implement lessons and activities, from among, but not limited to the following, that teach sensitivity to diversity and celebrate the differences among all people:</p> <ul style="list-style-type: none"> <li>• Traditional One World Week Celebration</li> <li>• Facing History and Ourselves</li> <li>• Choosing to Participate Workshop</li> <li>• Living Voices Presentation</li> <li>• Asian New Year Celebration</li> <li>• Cultural Awareness Projects, i.e. French Bistro, Cinco de Mayo</li> </ul>                           | Ongoing | Social Studies teachers, foreign language teachers, Specialist teachers, ELL teachers, general staff                                      |
| j. | <p>Design and implement projects and activities from among the following that foster Community Service Learning at each grade level:</p> <ul style="list-style-type: none"> <li>• Holiday Giving Tree/Penny Drive</li> <li>• Cradles to Crayons Toy Drive</li> <li>• Peer Leaders/Educators</li> <li>• Dare food drive</li> <li>• Gilmartin Scholarship Tournament</li> <li>• Holiday Meal donations</li> <li>• Peace Poster Contest</li> <li>• Book Drive for Africa</li> <li>• Cleaner Greener Quincy</li> <li>• Sight Night Collection</li> </ul> | Ongoing | Social Studies teachers, Foreign Language teachers, Specialist teachers, Principal Assistant Principal, Staff, students                   |
| k. | <p>Increase students' awareness of and response to important and significant world events by implementing relevant activities:</p> <ul style="list-style-type: none"> <li>• Veteran's Day Assembly</li> <li>• 9-11 Assembly</li> <li>• MLK Day Observance</li> <li>• Black History Month Observance</li> <li>• Presidential Election</li> <li>• Natural Disasters</li> </ul>   | Ongoing | Social Studies teachers, Foreign Language teachers, specialist teachers, ELL teachers, Principal, Assistant Principal, Teachers, students |
|    |  |         |   |

# D. Related Professional Development

## Staff Development Tuesdays

| Date     | Topic Description   | Grade | Time       | Location                 | Facilitator  | Goal     |
|----------|---|-------|------------|--------------------------|--|----------|
| 9-2-08   | <ul style="list-style-type: none"> <li>*Overview of SIP including discussion of this year's goals</li> <li>*Review Teacher Handbook</li> <li>*Review Safety &amp; Lockdown Procedures</li> <li>*Staff Update Individual Prof. Development Plans</li> <li>*Staff Update Syllabi</li> <li>*QPS Emergency Procedures</li> <li>*Physical Restraint</li> <li>*Civil Rights</li> <li>*Title IX</li> <li>*Harassment Policies</li> <li>*Internet Safety</li> <li>*Student Medical Issues</li> <li>*Conflict Resolution/Mediation Techniques</li> <li>* Review trauma/learning sensitive schools</li> </ul> | ALL   | 12:30-2:30 | Music Room and Classroom | Principal<br>Assistant<br>Principal<br>Nurse<br>Guidance<br>Trained<br>Mediators   | #1<br>#2 |
| 9-16-08  | English Language Learner Category 4 Training<br>The challenges of second language learning and teaching will be reviewed. To develop skills and foundational knowledge necessary for teachers to effectively plan and deliver content instruction to English Language Learner students.   | ALL   | 12:30-2:30 | Music Room and Classroom | Principal<br>Assistant<br>Principal<br>Academic<br>Facilitators  | #1<br>#2 |
| 10-14-08 | English Language Learner Category 4 Training<br>Enhancing ELL instruction<br>To effectively organize and implement content area instruction appropriate for ELL students at different levels of English proficiency. Teachers will meet by discipline to develop strategies and design content area lessons to meet the needs of ELL students.  | ALL   | 12:30-4:30 | Music Room and Classroom | Principal<br>Assistant<br>Principal<br>SPED staff<br>ELL staff<br>Guidance<br>Academic<br>Facilitators<br>Team Leaders<br>Assessment<br>Team | #1       |
| 11-25-08 | English Language Learner Category 4 Training<br>Reading and writing in the content classroom. Literacy proficiency is essential for academic achievement. ELL students require classroom approaches that address oral and native language proficiency use. It is also important to address the needs of ELL students with limited or interrupted formal schooling.  | ALL   | 12:30-2:30 | Music Room<br>Classroom  | Assessment<br>Team<br>Facilitators<br>Team Leaders<br>SPED Staff<br>ELL Staff<br>Guidance  | #1       |

|         |  |     |            |                         |  |          |
|---------|--|-----|------------|-------------------------|--|----------|
| 12-9-08 | Assessment Day 1<br>*Test Wiz Data Review<br>*Present MCAS results by grade and special populations<br>* Item and open response analysis by discipline and grade.<br>*Evaluation of implementation of electronic ISSPs   | ALL | 12:30-4:30 | Music Room              | Principal<br>Assistant<br>Principal<br>Assessment<br>Team<br>Team Leaders<br>SPED Staff<br>ELL Staff | #1       |
| 2-10-09 | Assessment Day 2<br>*Review progress for 08/09 MCAS/SIP goals<br>*Create new SIP goals for 09/10<br>*Evaluate the implementation of electronic ISSPs<br>*Review student accommodations for special populations<br>*Academic facilitators review writing across the curriculum strategies by discipline.<br>*Language Arts teachers review and prepare test prep for Long Composition and Reading tests given in March and April 2009 | ALL | 12:30-4:30 | Music Room              | Assessment Team  | #1       |
| 4-14-09 | English Language Learner Category 4 Training<br>The structured English immersion classroom.<br>Experiential, participatory and process oriented strategies to build reflective practices in the sheltered English classroom.   | ALL | 12:30-2:30 | Music Room              | Principal<br>Assistant<br>Principal<br>Guidance<br>SPED staff<br>ELL staff                           | #1<br>#2 |
| 5-12-09 | Assessment Day 3<br>*Evaluate progress of 08/09 SIP goals.<br>* Review MCAS and MEPA data to create 2009/2010 SIP<br>*Complete drafting of Action Steps and professional development plan pertaining to SIP goals for 2009-2010  | ALL | 12:30-2:30 | Music Room<br>Classroom | Principal<br>Assistant<br>Principal<br>Guidance<br>Academic<br>Facilitators                          | #1       |
| 5-26-09 | English Language Learner Category 4 Training<br>Academic Teams present lesson plans and strategies for the ELL students in the regular education classroom.<br>*Finalize SIP Goals for 2009-2010 school year. Review action steps for 2009-2010 SIP goals by discipline.   | ALL | 12:30-2:30 | Music Room              | Principal<br>Assistant<br>Principal<br>Academic<br>Facilitators                                      | #1<br>#2 |
| 6-16-09 | *Year end review of goals and accomplishments<br>*Finalize staffing, student scheduling and class lists<br>*Finalize budget and schedule<br>*Finalize Text and Learning Orders, Book Binding<br>*Finalize Supply Order   | ALL | 12:30-2:30 | Music Room              | Principal<br>Assistant<br>Principal  | #1<br>#2 |

**Compensatory Date (s)**

12/23/08, 3/10/09, 6/9/09

## *IV. School Site Assessment Team Members*

### **“Failing to plan is planning to fail.”**

The School Improvement Plan is truly a school improvement plan when it is written with many pens and built by many hands.

Teachers, Counselors and specialists, made it real and gave it life. It celebrates the strengths and addresses the needs of real students. Those strengths and weaknesses were analyzed and identified by a Site Assessment Team.

Students cannot be taken to a better place tomorrow if we don't know where they are today. Our Site Assessment Team has shown us where our students are today. Our goals will show us where to take those students tomorrow.

*“The widely acknowledged key to true school improvement is genuine instructional leadership. But educational leadership cannot be the sole responsibility of any one woman or one man, no matter how excellent an educational leader he or she may be. Instructional leadership must be seen as the responsibility of everyone in the school, regardless of his or her role.” \**

**Thanks** to our goal setting process and to our School Assessment Team.

### **Our School Assessment Team members are:**

1. Maureen C. MacNeil, Principal
2. Adam Wolf, Assistant Principal
3. Mary Lydon, Math teacher 7 & 8
4. Alyse Olivieri, Math and Tech teacher 6
5. Lauren Riggs, Guidance
6. Amanda Buscema, 21<sup>st</sup> Century Grant Site Co-Coordinator
7. Kristopher Kenney, 21<sup>st</sup> Century Grant Site Co-Coordinator

\* *“Building the Capacity to Make Standards Driven Reform Work”, M.E. Hickey*

## *V. School Council Members*

The Education Reform Act of 1993 established school councils to give a voice to parents in the operation of local schools. Parent involvement has been recognized as an important component in school reform and improvement.

|                         |   |         |
|-------------------------|---|---------|
| <b>School:</b>          | Atlantic Middle School  |         |
| <b>Chair/Principal:</b> | Maureen MacNeil   |         |
| <b>Co-Chair:</b>        | Deborah Riley   | Grade 7 |
|                         | 9 Landgrane Street<br>Quincy, MA 02170<br>617-471-4787 home, 617-447-3591 cell  |         |
| <b>Teachers:</b>        | Elizabeth Angell<br>Atlantic Middle School<br>617-984-8727  |         |
| <b>Parents:</b>         | Linda MacPhail  | Grade 8 |
|                         | 114 Colby Road<br>Quincy, MA 02171<br>617-982-4356  |         |
|                         | Naomi Bennett   | Grade 8 |
|                         | 22 Marlboro Street<br>Wollaston, MA 02170   |         |
|                         | Sandy Verhault  | Grade 8 |
|                         | 183 Highland Avenue<br>Quincy, MA 02170<br>617-786-8523<br><a href="mailto:Sjv183@dellmail.com">Sjv183@dellmail.com</a> |         |
|                         | Mary Clarke   | Grade 7 |
|                         | 17 Milton Road<br>Quincy, MA 02170<br>617-328-5941<br><a href="mailto:kmtgclarke@aol.com">kmtgclarke@aol.com</a>        |         |

Grace Bryson                      Grade 6  
140 Landsdowne Street  
No. Quincy, MA 02171

**Community:**                      Linda Kelley  
11 Wilson Court  
No. Quincy, MA 02171

MaryAnn Morgan  
23 Milton Road  
No. Quincy, MA 02170  
617-773-0639

**Staff:**                                Adam Wolf  
Atlantic Middle School  
617-984-8727

Lauren Riggs  
Atlantic Middle School  
617-984-8617

Debbie Cheung  
Atlantic Middle School  
617-984-8691

**Assessment Team:**              See Section IV

*VI. Appendix – Section A***Middle School Class Size**

| Under 20 | 20-24 | 25-26 |
|----------|-------|-------|
| 9        | 13    | 3     |
|          |       |       |

\*Numbers indicate class size for division sections as of June 2008.

## *VI. Appendix – Section B*

### Support Services

#### **FTE**

- 1 Nurse
- 4 Special Education Teachers (Resource Room/Inclusion)
- 3 Guidance Counselor
- 4 ESL Teachers
- .2 Speech and Language Instructor/s
- .40 School Psychologist/s (2 days a week)
- .2 Occupational Therapist

## *VI. Appendix – Section C*

### Budget – Middle Schools

|  | <b>Amount available<br/>In FY 2009</b> |
|--|--|
| <p><b><u>TEXT/LEARNING MATERIALS</u></b><br/>(textbooks and learning materials/supplies needed to support classroom instruction)</p> | \$10,868.00                            |
| <p><b><u>SUPPLIES</u></b><br/>(pens, pencils, rulers, paper, glue, photocopy paper, etc.)</p>  | \$11,362.00                            |
| <p><b><u>TWENTY-FIRST CENTURY FUNDS</u></b></p>  | \$48,000.00                            |
| <p><b>Other</b></p>  |  |
| <p><b>Art Supply</b></p>   | \$1,614.00                             |
| <p><b>Science Supply</b></p>   | \$1,729.00                             |
| <p><b>TOTAL</b></p>  |  |
| <p><b><u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u></b></p>  |  |
| <p><u>Community Services Learning Grants (2)</u></p>   | \$TBA                                  |
| <p>PTO (approximate)</p>   | \$3,500.00                             |
| <p>Mini Grants (6)</p>   | \$TBA                                  |

## *VI. Appendix – Section D*

### Facilities

#### 1. Improvements

- 2 Boilers replaced
- Emergency generator repaired

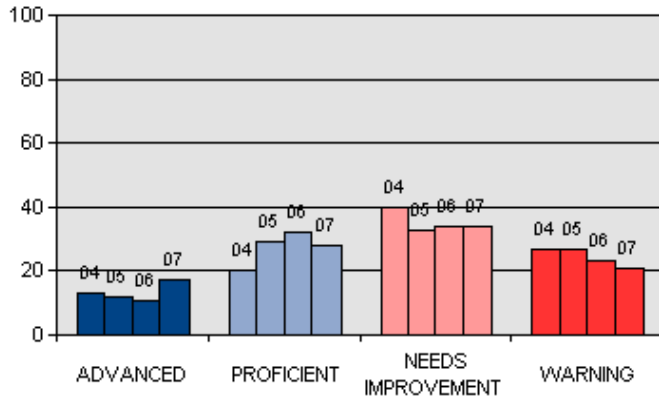
#### 2. Areas of Need

- a. In boiler room, building computer and control board for exhaust fans, univents, and zone control valves are inoperable and need to be replaced. All univents and exhaust fans are running 24/7. Old univent motors need to be replaced.
- b. Need new air compressor for boiler room.
- c. Ceiling repairs needed in office areas, Room 216, 217, 209, 212, 6<sup>th</sup> grade corridor, gym locker rooms, lower shop corridor, and auditorium, and loading dock area,
- d. All building clocks need to be repaired or fixed,
- e. Flashing around building needs to be scraped and painted,
- f. Outside flood lights need repair and/or replacement,
- g. Parking lot needs to be repaved in order to maximize available space,
- h. Tile work needed for stairwell B entrance and stairs,
- i. Steps outside stairwells B and C need extra step installed.
- j. Add cement graded ramp on cafeteria entrance for wheelchair accessibility.

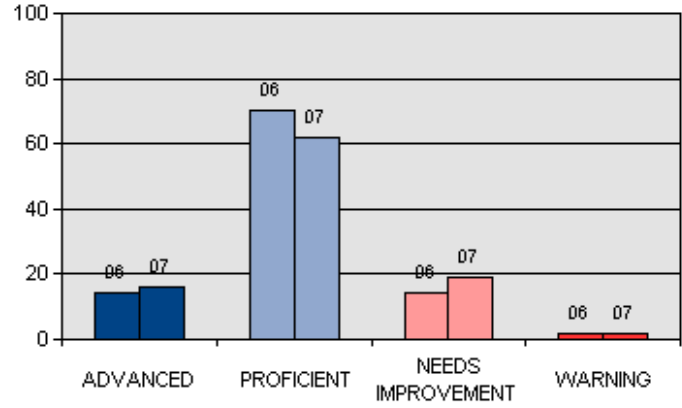
# VI. Appendix – Section E

## Data Charts and Trends

**GRADE 08 - MATHEMATICS**  
PERCENT OF STUDENTS BY PERFORMANCE LEVEL



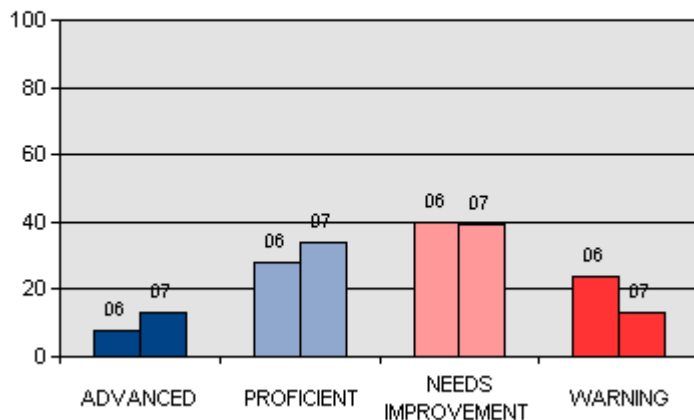
**GRADE 08 - ENGLISH LANGUAGE ARTS**  
PERCENT OF STUDENTS BY PERFORMANCE LEVEL



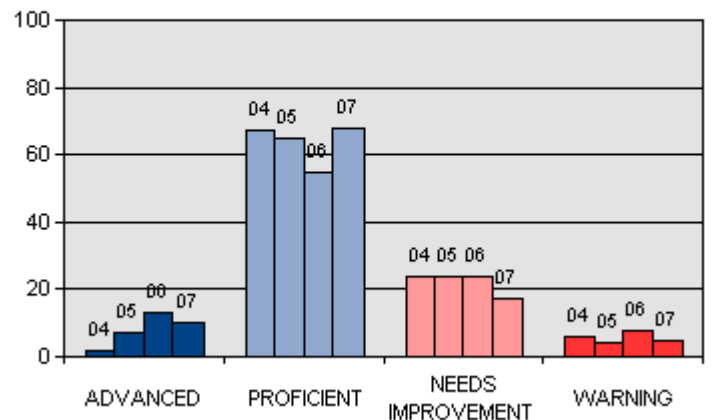
**GRADE 08 - SCIENCE AND TECHNOLOGY**  
PERCENT OF STUDENTS BY PERFORMANCE LEVEL



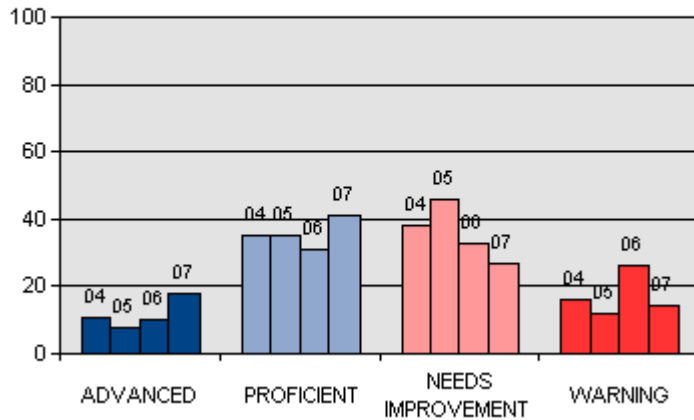
**GRADE 07 - MATHEMATICS**  
PERCENT OF STUDENTS BY PERFORMANCE LEVEL



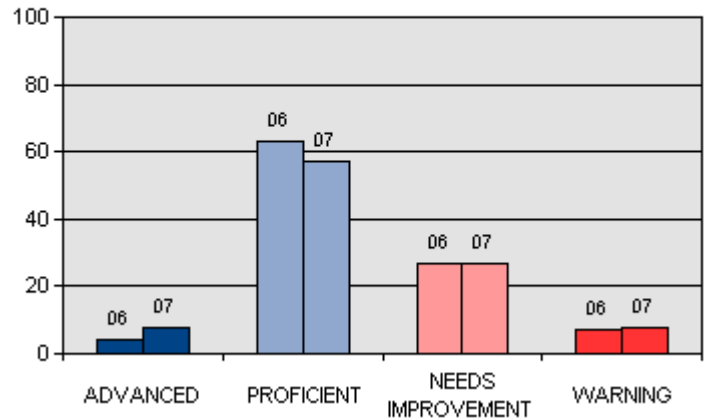
**GRADE 07 - ENGLISH LANGUAGE ARTS**  
PERCENT OF STUDENTS BY PERFORMANCE LEVEL



**GRADE 06 - MATHEMATICS**  
**PERCENT OF STUDENTS BY PERFORMANCE LEVEL**



**GRADE 06 - ENGLISH LANGUAGE ARTS**  
**PERCENT OF STUDENTS BY PERFORMANCE LEVEL**



## Adequate Yearly Progress

2007 AYP Data - Summary

Summary Data | [Detailed Data](#)

|                       | <a href="#">NCLB Accountability Status</a> | <a href="#">Performance Rating</a> | <a href="#">Improvement Rating</a> |
|-----------------------|--|------------------------------------|------------------------------------|
| ENGLISH LANGUAGE ARTS | No Status                                  | High                               | On Target                          |
| MATHEMATICS           | Corrective Action - Subgroups              | Moderate                           | Above Target                       |

| Adequate Yearly Progress History |               |      |      |      |      |      |      |      |      |      | NCLB Accountability Status    |
|----------------------------------|---------------|------|------|------|------|------|------|------|------|------|-------------------------------|
|                                  |               | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |                               |
| ELA                              | Aggregate     | Yes  | Yes  | Yes  | Yes  | Yes  | Yes  | Yes  | Yes  | Yes  | No Status                     |
|                                  | All Subgroups | -    | -    | -    | -    | Yes  | Yes  | Yes  | Yes  | No   |                               |
| MATH                             | Aggregate     | Yes  | Yes  | Yes  | Yes  | Yes  | Yes  | Yes  | Yes  | Yes  | Corrective Action - Subgroups |
|                                  | All Subgroups | -    | -    | -    | -    | No   | No   | No   | No   | Yes  |                               |

## *VI. Appendix – Section F*

# School Safety and Security Plan

***All incidents will be reported to the Coordinator of Safety and Security and the Superintendent.***

Each year the Safety and Security Plan will be reviewed and explained to staff and students. All parties, including the parents will have the opportunity to change or update the plan through their representative bodies.

### Table of Contents

**1. School Security \_\_\_\_\_ Pages 30 - 32**

(Doors, Video Cameras, Visitors, Attendance, Contact Cards, Classroom Call Buttons, Intercom, Personal Radio, Nextel Phones, Fire Alarm, Smoke Detectors, Fire Drills, Classroom Coverage, Lavatory Use, School Office, After Hours Policy, Bus Policy, Walkers)

**2. Emergency Procedures \_\_\_\_\_ Pages 32 - 37**

(Lockdown, Evacuation, Reverse Evacuation, Drugs/Alcohol Influence, Weapons/Hostage, Fights, Group Violence, Fire/Explosions, Physical Restraint, Hazardous Materials)

**3. Contingency Plan \_\_\_\_\_ Page 37**

**4. Emergency Telephone Bomb Threat Procedures \_\_\_\_\_ Page 38**

**5. Emergency Letter/Package Bomb Procedures \_\_\_\_\_ Page 39**

# **SAFETY AND SECURITY PLAN**

**2008 – 2009**

## **SCHOOL SECURITY**

1. **DOORS:** All doors are kept locked with the exception of the front door which remains open until 8:20 a.m. and is monitored by adults. Anyone wishing to enter the building after 8:20 a.m. must ring the front door bell in order to gain entrance into the school. Using our security camera or access window, a visual and/or audio check is made by our general office aide or office personnel before entry into the building is allowed.

After dismissal at 2:30 p.m., all school doors are locked with the exception of the front door. The front door remains unlocked until after school activities are ended.

2. **VIDEO CAMERAS** – Each school is equipped with a video camera directed at the front door of the school and an intercom. In general, the school secretary or office aide allows visitors to enter the school after answering the intercom and visually identifying the visitor. Visitors are asked to state their name and reason for the visit.

3. **VISITORS AND ANCILLARY PERSONNEL:** A sign is posted on the window near the front door instructing all visitors to report to the office. Periodically throughout the school year parents are reminded by written notice of the importance of the office staff knowing who is in the school building at all times. We remind parents to sign in at the school office whether it is to bring a child in late, volunteer, drop off a forgotten lunch, and/or pick up a sick child. Volunteers/visitors are asked to wear a badge so that when students see an adult wearing this badge, they know the adult belongs in the school.

All school personnel are asked to inform the office of any unauthorized person in the building. Also, they have been instructed to question any person appearing at a classroom door for any purpose as to whether he or she reported to the school office.

Lunch attendants and other ancillary personnel enter the building through the front door where the procedures outlined above are followed.

During the school day, all deliveries to the school are dropped off at the front door and signed for by the office staff. Vendor addresses are checked for verification prior to opening. After school deliveries may be signed for by available staff, but not opened unless vendor address is verified.

**Note: Students are instructed not to answer the door under any circumstances**

4. **ATTENDANCE:** Classroom teachers record daily attendance and forward it to the aide in the office by 8:25a.m. each day. A record of the absentee/tardy students is compiled by the general office aide and kept in the office. If a student's absence has not been reported by the parents/guardian, the general office aide will contact the parents at home/work to verify the absence. The school office personnel input the attendance data into the Star Base computerized attendance program for school system reporting.

Parents are required to send in a note to the classroom teacher regarding absences. All dismissals are made through the school office. Parents are asked to give prior notification to the school regarding an early dismissal and are required to come into the school to sign out a student.

5. **CONTACT CARDS:** Contact cards for all children are maintained in the office. The information includes the names of parents, guardians and contacts. In cases where a parent is legally prohibited from taking a child as a result of a restraining order, special notation is placed on the contact card and a copy of the order is placed in the cumulative record. We also request a photograph of the individual whose name is on the restraining order. If the school receives a note from a parent with instructions that a different person from those on the contact card is going to pick up a child, a license or picture identification is required to verify the identity of that person.

6. **CLASSROOM CALL BUTTON:** Each classroom is equipped with a call button to signal the office should a classroom teacher or student need assistance. An audible signal and lighted room number on the intercom indicates which teacher needs assistance.

7. **INTERCOM:** The intercom is the usual means of sending a general message throughout the building and/or contacting a particular classroom teacher.

8. **PERSONAL RADIO:** The Walkie-Talkie and charges are kept in the custodian's office. The senior custodian checks it for service on a weekly basis.

9. **NEXTEL PHONES:** Building principals and assistant principals have been equipped with Nextel phones, which are generally used for internal Quincy Public Schools communication. This communication device allows for immediate access to the Superintendent and Director of Security in the case of emergencies. All QPS school buses are equipped with Nextel phones.

10. **FIRE ALARM SYSTEM, SMOKE DETECTORS, FIRE DRILLS:** The fire alarm system and smoke detector system is regularly inspected and maintained. The fire safety officer from the QFD or the building principal conducts evacuation drills on a regular basis. The school's occupancy permit is current and fire extinguishers meet requirements.

11. **CLASSROOM COVERAGE:** If a teacher must leave his/her classroom, the general office aide is sent for coverage; however, under emergency situations, the teacher in the adjacent room will supervise both classes until coverage arrives.

12. **LAVATORY USE:** Students use the lavatory on an individual basis. Each teacher employs a method of noting the time and return of the student to and from the classroom.

13. **SCHOOL OFFICE:** No students are utilized to cover the school office. In the unlikely event that the secretary, general office aide or principal are not available for office coverage, another adult (i.e. nurse, guidance counselor) would assume the responsibility.

14. **STAFF WORKING AFTER HOURS:** It has been requested that staff members utilize the staff room as a work area when no one else is working near his/her room. The staff room is in close proximity to the principal's office. Any staff member remaining after 4:30 p.m. is required to inform the principal or custodian of his/her presence.

15. **STUDENTS WALKING TO SCHOOL:** Throughout the year, students are reminded to cross streets only at designated walkways and to look carefully before proceeding. Students are advised not to approach unfamiliar vehicles or their drivers, and not to interact with strangers. If such an event occurs and causes concern, the Director of Safety and Security will be notified and a Principal's telephone chain may be initiated

to disseminate relevant safety information to the academic community. If peer problems arise before or after school, students are asked to report them to school personnel immediately, either in person or by telephone. Students and families are continually reminded that ALL school rules concerning appropriate behavior and safety are in effect from the moment a child leaves his/her home in the morning until he/she returns home in the afternoon.

16. **STUDENTS BEING DROPPED OFF AT SCHOOL:** Families are asked to drop off students as near to the front of the school as possible. Signs are posted, reminding individuals not to enter or block the Fire Lane with their vehicle. In order to promote pedestrian safety and limit congestion, signs are posted near the building, turning Hollis Avenue into a One Way street during the beginning and end of the school day.

## EMERGENCY PROCEDURES

One or more of the following procedures will be initiated by a call over the public address system and will be referred to by the phrase “building management check.” In the absence of a working public address system or during other extenuating circumstances, the Principal, Assistant Principal, Counselors and other assigned staff will be responsible for notifying specified floor and sections of the school.

Either the Principal or the Assistant Principal will inform the Superintendent immediately of any emergency situation.

### LOCKDOWN

- 1) An announcement signaling the start of the drill will be made over the loud speaker (“**Building Management Check**”).
- 2) **All staff not assigned to students should report to the office to assist. These staff members will be assigned tasks, as necessary, including the critical job of positioning themselves at specific doorways throughout the building, to assist people in exiting and entering through the nearest doorway, in the event of an actual emergency. ALL staff will need to guide students in or out of the nearest and/or least congested available exit safely and quickly.**
- 3) During the lockdown, all students should remain in their classrooms.
- 4) Any student in the hallway or bathroom should return to his/her class if nearby or report immediately to the nearest classroom.
- 5) **Teachers should turn off lights, close windows, pull shades, lock doors, and gather students quietly in a part of the room away from windows and doors. Be aware to avoid a direct line of sight between your classroom door and your students.**
- 6) Try to be aware of classrooms adjacent to yours that may be empty. If this is the case, please close and lock those doors whenever possible.
- 7) Attendance will be taken by all teachers.
- 8) If classroom attendance is perfect, simply display the GREEN paper in the window of your classroom door. If students in your class are either absent from school, present in school but

missing from your class (bathroom, etc.) or if extra students have entered your classroom from the hallway, record those names in the appropriate columns on the RED paper and display it in the window of your classroom door.

- 9) Student information recorded on RED papers will be gathered quickly from throughout the building and checked carefully against attendance information in the main office, in order to account for all students.
- 10) Please keep students together and quiet.

## EVACUATION

- 1) An alarm will indicate the start of the evacuation.
- 2) Teachers will hurry/direct students out of the building **VERY QUICKLY**, through routes and exits designated by room number (please review attached). Move students away from the building, and stay together outside as a class. Remember, we are trying to simulate exiting the building during a REAL crisis. Please remember... you may need to use your best judgment in determining how best to quickly exit the building. *If your primary designated exit appears too crowded, you may need to leave through the next nearest exit, if this is reasonable.* (Keep the main stairway in mind if you are nearby. It has been underutilized during previous drills.)
- 3) Please be sure to take your class lists with you since attendance needs to be taken once outside. After taking class attendance, hold up either the GREEN or COMPLETED RED paper. A staff member will collect this information in order to determine that all individuals have safely exited the building.
- 4) The evacuation part of the drill will resemble the standard fire drills with which we are all familiar.

## REVERSE EVACUATION

- 1) The reverse evacuation will begin with a cue (probably an air-horn and verbal cues) to re-enter the building.
- 2) Teachers will hurry students back into the building as **QUICKLY** as possible, through the nearest available entrance, opened and manned by a designated staff member. (Remember... the purpose of this part of the drill is to secure students inside the building as quickly as possible in order to protect them from a real outside danger.) Attendance will be taken once students have arrived at their designated area. ALL 6<sup>th</sup> GRADERS and their HOMEBASE TEACHERS will report to the AUDITORIUM and sit by division during a reverse evacuation, while ALL 7<sup>th</sup> AND 8<sup>th</sup> GRADERS will report to the GYM with their HOMEBASE TEACHERS and line up by division, unless otherwise instructed. Eighth grade divisions will assemble on the boys' side of the gym, while the seventh grade divisions will assemble on the girls' side of the gym. All ELL and Special Education students should be assisted by staff, if necessary, in reporting to their home bases.
- 3) Once everyone is back in the building, all doors will be locked and checked.

4) No doorways leading directly in/out of the building (neither hallway exits nor classroom doors) should be propped open during drills or actual scenarios, as this could compromise building safety.

It is important to stress that students should be **QUIET, QUICK, and ORDERLY** throughout these procedures.

In order to ensure that all staff members become familiarized with these emergency procedures, please refrain from signing out of the building during scheduled drills.

Available staff members will be assigned to the following doorways during drills and certain actual emergency situations, as appropriate, to facilitate evacuation and re-entry:

- \*Main lobby entrance/exit
- \*Exit A (near room 104)
- \*Exit B (across from main office)
- \*Rear exit near custodial office and boys’ locker room
- \*Rear cafeteria exit leading to parking lot
- \*Exit C (Side exit near girls’ locker room)
- \*Exit D (Cafeteria exit leading directly out to front of building)

**EVACUATION EXITS**

Evacuation Drills are so important – we all need to be reminded of this fact. From the time the alarm sounds until the pupils are back in the building, there must be absolute silence and the teacher is in charge and responsible. Follow directions. If you should find a stairway or entrance blocked, you will have to use your judgement in directing the pupils to another exit.

| <u>Rooms</u> | <u>Evacuation Exits</u>   | <u>Alternate Evacuation Exits</u>                                      |
|--------------|---|--|
| 101-103      | File down right side of corridor - exit by the main lobby doors to front of building. | File down right side of corridor - Exit A by 103.                      |
| 104-105A     | Use Exit A to outside sidewalk.   | File down right side of corridor - Exit B or through main lobby doors. |

106-108 File down left side of corridor - exit by main lobby doors to front of building.

Use Exit A by 104.

**109 Exit through main lobby doors to front of building.**

**Exit by girls' gym door or Stairway C.**

110-111 Use corridor along gymnasium - exit near custodian's office.

Exit by Stairway C.

**112 Use corridor outside room 113 and follow to exit near custodian's office.**

**Exit by Stairway C.**

113-115 Use individual exits.

File along corridor towards Exit D.

**Library**

**Use Stairway C or exit B to front of building and head to the left along sidewalk.**

**Use Stairway to Exit D at bottom of stairway.**

**Rooms**

**Evacuation Exits**

**Alternate Evacuation Exits**

Cafeteria Use Exit D and back Cafeteria exit.

200-203 File down right side of corridor - use Exit B to back of building.

Use Stairway A.

204-208 Exit Stairway A to outside sidewalk.

File along right side of corridor to Stairway B.

209-211 File along left side of corridor - use Exit B -

File along right side of corridor to Stairway A.

leave building at bottom  
of stairs through back  
of building.

212-217 Exit by Stairway C to  
back of building.

File along right side of  
corridor to Stairway B.

### **Fire/Explosions**

All fire escape routes are updated, posted, and reviewed annually according to the school floor plans. All fire and explosion incidents should immediately be reported to the office. If smoke or fire is present, pull fire alarm. The evacuation procedure should then be followed.

### **Drugs/Alcohol Influence**

Look for symptoms, which may include: slurred speech, erratic behavior, sleepiness, odor of alcohol, glassy eyes etc..

Notify office immediately by intercom, note, or messenger and request immediate medical assistance. Continue to observe the student until help arrives. If possible, confiscate any visible contraband and give it to administrator. Teacher should keep the students calm, reassure them and refer any related information to the office.

Use physical restraint only to the extended needed to protect persons.

### **Weapons/Hostage**

Report situation immediately to the office. A lock down procedure will be instituted. Move students to a safe area.

If taken hostage:

If possible, get word to the office. If possible, remove students from the area. Do not try to disarm the intruder. Keep calm and follow the intruder's instructions. Direct the students to be quiet and to sit away from intruder, windows, and exits. Be aware police may be able to hear what is taking place and may enter the room at any time. Follow the instructions of police.

### **Fights**

The main office should be notified immediately. Walk briskly to fights. Do not run. Ask for assistance from nearby staff members. Instruct combatants to disperse. Instruct all spectators to disperse immediately. Yell out combatants' names and identify yourself and order them to stop. Do not step between the combatants. If you are comfortable, separate the combatants, otherwise wait for administrators. Administrators will determine if security or the police should be called.

### **Group Violence**

Report gang identifiers (clothing, signs, colors, street names, pagers) to the main office. Report strangers to the office. Report all rumors of violence /threats to the main office. If a lockdown procedure is implemented, follow the steps outlined under this plan.

**Physical Restraint**

Notify the office and/or administration immediately. The administrator will determine if calling the police is necessary. The administrator will assemble the physical restraint team. The Coordinator of Safety and Security will be called. Assure the safety of all other students and staff. Move all the uninvolved students from the location if possible. Keep a safe distance between you and the involved student. Remain calm and speak in a low, calm voice. Use physical restraint only to the extent needed to protect yourself and other students.

Do not:

Threaten if threatened.

Threaten with police or legal action

Laugh or joke with the out of control student

For out of control adults: Explain appropriate behavior Request that the adult calm down Report the incident to the office Call 911 if the adult does not comply Never engage in physical contact unless it is to protect yourself or students.

**Hazardous Materials**

Report materials leak/odors to the main office. Be prepared to describe the type of material (odor, color, amount, etc.). Administrator will notify the Quincy Fire Department. Avoid contact Remove the students from the area. Stay upwind from the affected areas.

If evacuation is necessary, follow the evacuation procedure.

**Contingency Plan**

In the event that circumstances necessitate the closing of the building and parents can not be notified through the media, the following actions will take place:

The Superintendent will be immediately notified. The Superintendent's Office will contact the principals of the feeder schools to make them aware of the situation.

The Superintendent's Office will also arrange for transportation to transport students to and from the other schools if necessary.

All specialists and non-teaching personnel will be assigned accordingly.

Building specific contingency plan –

Students will be accompanied by staff members and moved to nearby schools including North Quincy High School, Parker Elementary School and Montclair Elementary School, as appropriate. Cavanaugh Field may be utilized in an emergency as well, if appropriate. Every effort will be made to notify parents/guardians of the situation.

## **EMERGENCY TELEPHONE BOMB THREAT PROCEDURES**

Directions for caller I.D. (9\*57) and a checklist of directions are kept in a red folder in the top drawer of the secretary and office aide's desk. Procedures are reviewed periodically with office staff. All staff members are provided with a copy of the procedures.

1. Allow all incoming phone calls to ring at least twice.
2. Upon completion of the call. Hang up; pick up, dial (9\*57) listen for instruction.
3. Check the caller I.D. unit
4. Inform the principal immediately
  
5. Stay calm and do not get excited or excite others.
6. Record the time of the call and the time of its conclusion.
7. Record the exact words of the caller.
8. If you can, ask the caller to repeat information to delay the conversation.
  
9. Ask the caller
  - "What time is the bomb set to explode?"
  - "Where is the bomb located?"
  - "What kind of bomb is it?"
  - "What does it look like?"
  - "Why do you want to kill or injure innocent people?"
  
10. See if you can determine:
 

|                   |        |
|-------------------|--------|
| sex of the caller | accent |
|-------------------|--------|
  
11. What can you determine about the caller's voice?
 

|                          |                |            |                 |         |
|--------------------------|----------------|------------|-----------------|---------|
| excited                  | slow           | rapid      | calm            | loud    |
| raspy                    | nasal          | slurred    | soft            | lisp    |
| laughter                 | crying         | normal     | stutter         | whisper |
| familiar                 | deep breathing | deep voice | clearing throat |         |
| disguised cracking voice |                |            |                 |         |
  
12. Any Background Noise:
 

|                        |               |        |              |         |
|------------------------|---------------|--------|--------------|---------|
| music                  | traffic       | horns  | static       | motor   |
| PA system              | machines      | voices | house noises | animals |
| long distance cellular | tape recorder |        |              |         |
  
13. Report the call to the principal immediately.
14. Call the police (911) and state " I have received a bomb threat."
15. Do not open desk draws or closets.
16. Wait for direction from the administration.

## **LETTER/PACKAGE BOMBS**

**If a letter or package appears suspicious, isolate it and call 911.**

### **LETTER AND PARCEL BOMB RECOGNITION POINTS**

Excessive Postage

Protruding Wires or Tinfoil

Incorrect Titles

Visual Distractions

Titles but No Names

Foreign Mail

Misspelling of Common  
Words

Air Mail and Special Delivery

Oily Stains or Discoloration

Restrictive Markings such as  
Confidential, Personal, etc.

No Return Address

Hand Written or Poorly Typed Addresses

Excessive Weight

Excessive Securing Material such as  
Masking Tape, String, etc.

Rigid Envelope

Lopsided or Uneven  
Envelopes

*VII. Submission Page*

**SUBMITTED BY:**

\_\_\_\_\_  
Maureen Mac Neil

\_\_\_\_\_  
Adam Wolf

\_\_\_\_\_  
President of Parent Teacher Organization Signature

\_\_\_\_\_  
Co-Chair School Council Signature

\_\_\_\_\_  
Teacher Representative Signature